

A Day with the Mustangs

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By

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Introduction

After their work as Event Managers with the SLO Rattlers, a non-profit organization, Christina Fromson and Gracie Flint, Communication Studies graduates, were inspired to find out about outreach projects the Cal Poly Athletic Department put on with youth in the community, and hopefully reinvent it to maximize effectiveness. Fromson and Flint came to find out that the Cal Poly Athletic Department had no significant outreach programs. They were confident if the Athletic Department began a program that reached out to youth in the community that both parties would reap the benefits. With the application of Cause Related Marketing, the Communication Studies majors created A Day with the Mustangs, in hopes that it would instill community support.

A Day with the Mustangs turned out to be a success. Everyone who participated in the event showed appreciation and gratitude. The alumna were so pleased with the feedback they received that they were driven to make sure the event would happen again. In January 2012, Christina Fromson and Gracie Flint contacted the Communication Studies Club to inform major students of their senior project event, A Day with the Mustangs, and to encourage seniors to take on the project as their own this year. It was announced to the club that major students who were looking to plan an event for their Senior Project should read Fromson and Flint's paper to see if it was of any interest. As a result of our shared interest and excitement in the working with youth in the community, we agreed to put on A Day with the Mustangs 2012.

Rationale

This Senior Project focused on the theory of Cause Related Marketing (CRM), and the idea that community outreach projects are mutually beneficial. CRM is described as a corporate marketing activity that attempts to accomplish two aims—boost corporate representation and

help reputable causes. CRM has reached the stage which “social responsibility is viewed as an investment by corporations” (Varadarajan 58). Therefore, if a large corporation, such as Cal Poly, practiced CRM with the implementation of community outreach programs, the corporation could be viewed more highly by the community.

The alumna site a study from *Public Relations Review* titled “Exploring Community Relations in a University Setting”. The study, conducted by Sei-Hil Kim et al., contests that a universities success is, partially, a result of a positive relationship with the local community. These researchers claim, “it is the key assumption of community relations that an organization's continuous contributions and investment in its local community will enhance the image of the organization, which in turn may mobilize greater support from the community” (Sei-Hil Kim 191). Consequently, when universities support their local community, similar support is given back to the university. The study found the support from the community included: buying university products, going to various events, participating in fund raisers, and even sending children to the school (Sei-Hil Kim 191). A Day with the Mustangs provided support to the local community by attempting to influence children that college is good, and more importantly, open to everyone. Though the event did not get much recognition, we hope putting on this project again will show to residents in San Luis Obispo County that the Cal Poly community is dedicated to investing in the futures of children.

We knew that taking on this project would be a huge commitment. Although the event proved to be a successful outreach program, we believed it could be revamped to be even more effective. Upon doing some research of the elementary school demographics in San Luis Obispo County, we came to realize that there are many children who come from “socio-economically disadvantaged” homes (SLCUSD). Therefore, we had a vision to expand the purpose of this

event to include reaching out to children who may not consider college to be an option because of economic reasons. Del Mar Elementary participated in the event last year and we agreed to keep them involved as well as invite other schools in the county to participate. On the San Luis Coastal Unified School District's website, each elementary school has an Accountability Report Card from the 2010-2011 school year. We found that 48.2 percent of Del Mar Elementary and 36.6 percent of Monarch Grove Elementary came from "socio-economically disadvantaged" families (SLCUSD). These schools were amongst the highest percentages of under privileged children in the county, therefore, we wanted to reach out to them. We understand that children in elementary school are not too concerned with college yet, which is precisely why we believe this is the perfect time to influence their attitudes about attending college.

These are the underlying reasons to recreate A Day with the Mustangs. However, these are not the only reasons for Communication Studies majors to continue hosting this event in years to come. The previous paper regarding A Day with the Mustangs lacked communication-related research. We believed that in order for this event to be considered a true Senior Project, there is one requirement—adequate relevance to our major. Therefore, in the next section we offer a detailed literature review of the various communication-related concepts and theories that were applied during the process of recreating A Day with the Mustangs.

Literature Review

Socio-economically Disadvantaged

When selecting which schools we would like to participate in our event we were faced with several choices. We discussed whether we should choose a school based on proximity, age, education, if they've been to Cal Poly or not, and several other criterion. Ultimately, we made the decision to go with schools that one, are at least ten miles away from Poly so they are less

likely to have visited the campus before, and two, contain over 30% “socio-economically disadvantaged” children. As we previously stated, both Del Mar Elementary in Morro Bay and Monarch Grove Elementary in Los Osos contain over 30% “socio-economically disadvantaged” children. I will now discuss the implications for our choice and why it was important that we selected these two schools in particular.

According to Researchers Mark Rank and Thomas Hirschl in their article on poverty amongst children, they write that over the last 25 years “one of the most disturbing aspects of American society is the large number of poverty-stricken children” (Rank 1058). Their research indicates that one-third of American children will experience poverty at some point during their childhood. They go on to explain that one of the largest and most lasting deleterious effects from living in poverty is the development in children, mainly mental development. Other researchers like David Arnold and Greta Doctoroff write that, “Among poverty’s effects is a devastating negative influence on academic achievement; the relation between socioeconomic status (SES) and underachievement is most dramatic near and below the poverty line” (Arnold 518). They do not deny that many SES children succeed in school, but they also realize that many do not succeed, which requires special attention. Arnold and Doctor continue to explain that there is a huge “need to utilize and build children’s strengths as well as address their weaknesses; and a call to connect research to practice and policy” (Arnold 519).

We recognize this important factor and tailored messages in the event to boost confidence in themselves and their individual strengths, as well as help to point out where there may be some weaknesses. For example, when one of the guest speakers spoke they talked about how great the kids look and sound, but jokingly told them to put down the videogames and Barbie’s and to pick up their homework. This was a gently way of strengthening the children’s self-

esteem while also pointing out areas in their life where they could improve. In addition to building their strengths and helping to point out potential weaknesses, we looked to spark interest in the children. Arnold and Doctoroff explain that, “SES children’s academic interest is also a very important influence on achievement. By ‘interest,’ we refer to the cluster of variables that includes interest, motivation, engagement, goals, values, and self-efficacy” (Arnold 520). Sparking interest and tailoring to self-efficacy is exactly what we were trying to do in the planning and executing of our event.

The messages spoken to the children were filled with concepts that let them know that they are in charge of their own lives (self-efficacy). They make the choice to study and eat right. In order to keep their interests high throughout the entire event, we had an array of things to do. The students were constantly interacting with others or doing something on campus. They witnessed first-hand what athletes did to get where they are and they had the opportunity to speak with our group throughout the day to ask any questions that they may have had. We set mini goals for them and engaged them interactively with posters, spinning question wheels, autographs, tours of the campus, and small-group question times. We did all of this with a specific goal in mind—create a norm.

Social Judgment Theory

When people are faced with an idea or activity, they make a decision based, in part, on what people from the same social entity decide is acceptable. We understand that children at the ages of ten and eleven are not preoccupied with the idea of college. However, we believe that children at this age are easily influenced. In 1961, scholars Muzafer Sherif and Carl Hovland proposed the persuasion theory of Social Judgment. Social Judgment theory states that once someone is presented with a statement or message, one either accepts it or rejects it based on

one's point of view (Sherif).

In the article *Engaging Students in Social Judgment Theory*, Jessica Mallard states the Social Judgment Theory:

Attempts to explain how likely a person might be to change their opinion, the probable direction of that change, their tolerance toward the opinion of others, and their level of commitment to their position. More specifically, when individuals hear a message, they sort it into one of three categories—latitude of acceptance, latitude of rejection, or latitude of non-commitment (Mallard 197).

A message is either accepted or rejected based on one's own ego-involvement and whether or not it falls within the latitude of acceptance. Ego-involvement concerns how important the topic at hand is to the listener.

We believe that this theory was applied in our senior project because studies have proven that messages delivered by highly credible speakers will stretch the latitude of acceptance. In aiming to establish our credibility, we acted in a consistently trustworthy manner. We expressed goodwill and behaved genuinely. We hope that these actions and behaviors enhanced the acceptance of our conveyed message that our guests should strive to earn a higher education. In other words, we anticipated that acceptance of our message would lead to the creation of a group norm.

Social Identity Theory and Group Norms

Henri Tajfel and John Turner developed Social Identity Theory in 1979. Social identity is a person's sense of who they are in relation to their group membership. Group membership provides an important source of pride and self-esteem; a sense of belonging that leads to an increased self-image (Tajfel). Consequently, Social Identity Theory states that the in-group will

discriminate against the out-group to enhance their self-image. Tajfel and Turner maintain that there are three mental processes that one goes through to evaluate others as in-group and out-group.

Social categorization, or self-categorization, is the first step in this cognitive process. As a way of understanding, we place objects, and people, into categories. The categories are also designed to help us find out about ourselves as well as any potential groups that we belong to. The second step, social identification, is where people accept the identity of the categorized group. In this stage, people begin to accept the norms of that particular group. In the last step, people become inclined to compare their group with others groups in order to boost self-esteem. This step is called social comparison. In short, Tajfel and Turner's Social Identity Theory proclaims that a portion of people's knowledge about themselves is associated with group membership and the norms of that particular group (Tajfel).

In their study titled *Social Identity, Self-Categorization, and the Communication of Group Norms*, researchers Michael Hogg and Scott Reid maintain that "people internalize group norms as prototypes that govern their perception, attitudes, feelings, and behavior—they behave group normatively" (Hogg 23). They reference John Turner's book *Social Influence* to say that prototypes are consensual views, and, therefore, "people in one group in the same context share their prototype of the in-group and relevant out-group(s)" (Hogg 11). We wanted the children who attended A Day with the Mustangs to generate a particular prototype—positive attitudes toward attending college. This prototype will lead to the creation of actually attending college as a group norm, specifically a collective norm.

Scholars Maria Knight Lapinski and Rajiv N. Rimal distinguish the difference between types of norms in their article *An Explication of Social Norms*. Collective norms represent a

group's protocol, or the existing way of behaving, whereas perceived norms represent an individual's evaluation of the collective norm. Injunctive norms stand for what people think should be done and descriptive norms are what people think is really acted on by the social group that they belong. The authors further describe that "collective norms emerge through shared interaction among members of a social group or community, and the manner in which norms emerge is dependent on, among other things, how they are transmitted and socially construed" (Lapinski 129). Therefore, the authors argue that communication plays a key role in "formulating perceptions about norms" and "in acting as a conduit of influence" (Lapinski 127).

A Day with the Mustangs was designed to construct a positive perception of higher education and to influence participants' attitudes and behaviors. We believe that a collective norm was indeed generated. The elementary students showed excitement and interest toward achieving a higher education. The children also expressed to each of us that they plan on attending college in the future, which is not only a collective norm but an injunctive norm as well. Additionally, they were aware that in order to gain acceptance into college, they needed to be a successful student in years to come. This awareness is an example of an injunctive norm—being a successful student.

We are confident that the children who participated in A Day with the Mustangs developed norms that they may not have held to be true before. The proclamations each of us heard from the children were indications that we were successful in accomplishing our goal, at least to some extent. The theories of Social Judgment and Social Identity are two modes that we utilized in the organization of this Senior Project, though. Throughout the planning process and on the day of the event, we kept specific communication-related concepts in mind.

Communication Styles

One of the most basic fundamental aspects of communication is understanding *how* people communicate. Based on the Communication Styles Inventory Test, people can gravitate toward one or all of the Process, Action, People, and Idea communication styles. These four styles differ greatly from one another and the most effective communicators are those who are able to switch between each of the four styles in a single communicated message. We tried to speak in the different styles as often as possible in order to appeal to all of our listening guests.

Emphasizing Action style, we spoke with urgency and in terms of end results. For example, “attending Cal Poly requires hard work at a young age.” When speaking in a Process style, we focused on details and organization. For example, “first you have to work hard in elementary and middle school so that you develop a good work ethic. Then, in high school, you really have to try your hardest and get involved in extra curricular activities. Toward the end of high school, you have to go through an application process.” Emphasizing a People style, we spoke more in terms of relationships and emotions. For example, “college is amazing because of how many people you meet. Because you can take well over 40 classes during your time at Cal Poly, you really have the opportunity to develop lots of friendships. Also, we have so many clubs on campus that can help students meet each other.” When communicating from an Idea style, we emphasized possibilities. For example, “imagine what it would be like to walk around this campus as a student. Think about the possibilities that would result from attending a university like Cal Poly. How does being on this campus make you feel?” We tried our best to blend these statements into single messages so that the students were constantly being addressed in a manner to which they could understand and relate. Adapting one’s communication style is beneficial,

however, people have different styles of learning. In order for our messages to be effective we needed to consider this notion as well.

Learning Styles

Because this was ultimately an educational opportunity for our students, we had to consider the three learning styles: auditory, visual, and kinesthetic. On the tour, each of these three styles was addressed. Students were able to hear the tour guide's descriptions, see Cal Poly's buildings and campus, and feel what it is like to walk around amongst college students.

During the presentations, the athletes mostly appealed to auditory learners by simply telling them about what it is like to be a Mustang and to be in college. However, the H.E.A.T. presenters appealed to all three. They appealed to auditory learners by talking to the students about the health pyramid, appealed to the visual learners by showing a very clear and understandable diagram, and appealed to the kinesthetic learners by allowing them to move their hands to demonstrate and feel what a single serving of fruits or vegetables looks like.

Social Learning Theory and Self-Efficacy

Albert Bandura's Social Learning Theory, first coined in 1977, attempts to predict and explain behavior using several key concepts. In these concepts are incentives, outcome expectations and self-efficacy expectations. According to researches Irwin Rosenstock, Victor Strecher, and Marshall Becker in their journal article titled *Social Learning Theory and the Health Belief Model*, they write, "although all are important, the concept of self-efficacy expectations is of particular relevance to health education" (175). Albert Bandura found through his studies that individuals will attempt to change or maintain a behavior if (1) their current lifestyles pose a threat to personally valued outcomes, appearance for example, (2) that particular

lifestyles will reduce these threats, and (3) that they are personally capable of adopting these behaviors.

Self-efficacy is mainly focused on third factor in the above list, and Bandura argues that it influences all aspects of behavior, including the adoption of new behaviors. Self-efficacy also affects the amount of energy and time people will put into overcoming challenges or obstacles. Finally, self-efficacy affects people's emotions, including anxiety, stress, self-confidence, and thought patterns. According to Bandura, "efficacy expectations are learned from four major sources. The first, termed performance accomplishments, refers to learning through personal experience where one achieves mastery over a difficult or previously feared task and thereby enjoys an increase in self-efficacy" (Bandura 76). As we will discuss further in the essay, this is one of the main reasons why it was critical that the elementary students actually come to physically visit Cal Poly. The second source of efficacy expectations, vicarious experiences, includes learning that occurs through observation of events and/or other people. To Bandura, this was an equally important source in raising people's levels of self-efficacy. Observing people who have "mastered" situations that have been feared or seen as difficult can enhance one's own expectations of mastery (Bandura 90). In relation to our event, having the students come to see a day in the life of a Cal Poly student will, theoretically, enhance their own expectations of staying healthy, succeeding in school, and eventually attaining college a degree. "For all health-related areas studied in this review, self-efficacy appears to be a consistent predictor of short-and long-term success. In experimental studies, manipulations of self-efficacy have proven consistently powerful in initiating and maintaining change" (Rosenstock et al., 87).

Bandura's Social Learning Theory and the concept of Self-efficacy were both seriously considered when planning the types of messages we would send to the elementary school

students. Specifically, we examined the role that self-efficacy plays when trying to achieve a lifestyle and health behavioral change. Rosenstock et. al declare, “The concept of self-efficacy is receiving increasing recognition as a predictor of health behavior change and maintenance” (177). This statement and the above review helps to sheds light on the importance of tailoring our messages towards the elementary students in a manner that will increase feelings and attitudes of self-efficacy. One way we ensured that our messages were aimed at increasing self-efficacy was by explaining specific things that we did to get to college and maintain a healthy lifestyle. This included explaining to the students specifically how many hours a week we studied, our study methods, how we manage our free time and stress levels, and other related topics to allow the students to hear direct behaviors, therefore, increasing self-efficacy.

As we briefly pointed out earlier, learning through personal and vicarious experiences are some of the most potent factors in increasing people’s levels of self-efficacy. Because the elementary school students were able to come to our campus, they gained real first-hand college campus experiences while at the same time living vicariously through us. We allowed them to see the classrooms that we learn in, the library that we study in, the new buildings that were being built around campus for future students like themselves, and meet with several successful student athletes. This ensured that we didn’t just focus on the athletes in college, but all types of majors and scholarly subjects. Poly Reps asked each tour group what were some of their favorite subjects. A popular favorite was science; therefore, each tour went by the science building under construction. After one child, in particular, saw the six-story science building, she couldn’t stop talking about how badly she wanted to attend Cal Poly one day. Bryanna, then, tactfully explained to this student that she can do anything she put her mind to and that all the students on the campus were living examples of just that.

The communication theory of increasing self-efficacy that we learned in our Persuasion and Communication Theory classes was used in a very purposeful manner. Without the knowledge from these classes and our related research, we may not have employed the correct messages it takes to increase the powerful effect of self-efficacy. We understand that we could have written a Senior Project paper on the theory of Self-efficacy by completing a survey and experiment of some sort, but by organizing this event we gave life to Albert Bandura's 1977 Social Learning Theory. Our hopes we had when creating this event were using the communication theories that we have learned throughout our time at Cal Poly to do something truly meaningful in the world. It is our dream that one day these students will go on to attend college because of this event and their increased levels of self-efficacy in relation to school and healthy lifestyles.

Effects of Primacy and Recency

Understanding that credibility and like-ability were important in earning our students' trust and attentive listening, we used our knowledge of the serial position effect of free recall. We made a great effort to appeal to primacy and recency effects by giving a positive first and last impression to our guests.

According to David J. Lieberman's *Get Anyone to Do Anything*:

There is something called the primacy effect: the process whereby our first impression of another person causes us to interpret his or her subsequent behavior in a manner consistent with the first impression. In English, this means our first impression of someone is so 'crucial' because everything we see and hear afterwards gets filtered through our initial opinion. In effect, you create an image of the person and you see his subsequent behaviors through this image (Lieberman).

Using this knowledge, we paid great attention to our first impressions. We had two opportunities for first impressions: one via the initial invitation e-mail and another when our guests first met us in person.

We meticulously edited our first email to Janet Gould to ensure a professional, enthusiastic, and passionate message. Fortunately, Janet had participated in this event last year and already had positive associations with the event. However, we still understood the importance of proving our dedication as the new A Day with the Mustangs team.

When the buses first arrived on campus, we each consciously greeted our guests with a genuinely excited welcoming. Our goal was to have every parent, teacher, and student on the bus have a positive first impression of us so that, through primacy effect, they would interpret our consequential behavior as equally positive.

Similar to the primacy effect is the recency effect. As described in Murdock's *The Serial Position Effect of Free Recall*, the recency effect suggests that persons are more inclined to remember the last item on a list, the most recent event, or the last impression. Theorists suggest this is because the information is still potent in the person's short-term memory (Murdock).

With this knowledge learned from Persuasion, we consciously escorted our guests to their buses and bid them a genuinely appreciative farewell. We used our last moments with the guests as an opportunity to leave them with the impression and memory of us being enthusiastic, passionate, and genuine.

Nonverbal Cues—Smiling and Clothing

According to Knapp and Hall's *Nonverbal Communication in Human Interaction*, nonverbal messages convey more than 70% of a message's meaning. An example of a profoundly influential nonverbal and social cue is the smile. People often associate smiles with

“goodness” and subconsciously reciprocate them. Additionally, smiling stimulates parts of the brain that trigger a feeling of happiness.

Knowing the effects of smiling, our group made the conscious effort to smile at our guests throughout the day. Through smiling at them and treating them kindly, we hopefully portrayed an air of “goodness” and increased our like-ability, thereby leading to a better acceptance of our message.

As also expressed in Knapp and Hall’s *Nonverbal Communication in Human Interaction*, clothing can serve the function of “group identification... and ideology” (Knapp ?). Having learned this in *Nonverbal Communication*, we understood the positive effects that could result from purchasing T-shirts for all of the students. In providing them with a T-shirt, not only would they have a souvenir to commemorate the day, but they also would have an object tying them together as a group interested in Cal Poly with the ideology of appreciating and striving for higher education. This group identification further motivates our intended fostering of a desire for higher education because of groupthink and group norms.

Also, by having the Cal Poly logo on the T-shirts, we were able to give students the feelings associated with wearing a collegiate logo. According to Knapp and Hall, “In another study, we see a fascinating link between clothing and self-concept” (Knapp ?). Our goal was to create a link between the shirts and the desire to obtain a higher education by creating a nonverbal resounding message that our visiting students, too, can attend college if they set goals and work hard.

Although not an exhaustive list, this section highlights the communication-related concepts, theories, and studies that were applied in the recreation of A Day with the Mustangs. We offer this research to provide evidence that this Senior Project directly utilizes the skills we

have developed upon taking courses in Communication Studies. The rest of this paper consists of listing group member roles, record of the logistics on the day of the event, and a discussion.

Group Member Roles

Throughout the planning of the event, each group member assumed a slightly different role based on his/her skill sets and specific interests. As learned in organizational communication, it can sometimes be more effective for certain persons to perform certain tasks based on his/her specialized abilities or interest. We understood that if we chose our specific roles rather than randomly assigning them, we would feel more invested and motivated. While we all had the knowledge and capability of performing the necessary tasks, we decided it would be most effective and efficient if we designated them as follows:

Brian: Communicated with the Del Mar and Monarch Grove Elementary schools, H.E.A.T., and Cal Poly facilities; purchased water bottles

Bryanna: Communicated with Shaun Russell of the Athletic Department, Poly Reps and KNB T-Shirt Co.; ordered the pizza; made the banner

Leanne: Communicated with restaurants regarding setting up fundraiser events and updated our advisor, Dr. Fahs, with requested outlines; wrote the name tags

On the day of the event, May 18th, we all had very similar roles. The only main difference in our roles was that Brian stayed in the Performing Arts Center circle awaiting Bryanna and Leanne and the bus tours. Each of us went on a tour, helped serve pizza and distribute the water bottles, and led a small group discussion between lunch and the athletic presentations. Once in Mott Gym, Leanne introduced the athletes and Bryanna broke the large group into smaller groups for the small group discussions with the athletes while Brian took photographs. Once the large group was in the smaller groups, Brian, Leanne and Bryanna each

floated around helping facilitate the conversations. Toward the end of the event, all of us confirmed with the teachers that all students were accounted for and we led the schools back up to their buses and said our appropriate goodbyes.

A Day with the Mustangs: May 18th, 2012

9:15am: Bus Tour: The two buses arrived at the corner of Highland and Mount Bishop, near the Crops Unit. Leanne and Bryanna greeted and boarded the buses. While on the bus, Leanne and Bryanna excitingly welcomed their groups to A Day with the Mustangs. Understanding the importance of nonverbal communication and primacy effect, both Leanne and Bryanna purposefully used appropriate cues to express genuine excitement. For example, a loud volume blended with a welcoming and happy tone was verbally expressed with large gestures and an eager body positioning. We wanted to ensure that our guests truly felt welcome and witnessed our excitement. The buses then left the pick-up location and went on a brief tour of Cal Poly's campus. A map of the bus tour can be found in the appendix. During this tour, students were able to get a preview of Cal Poly and witness its large size. Bryanna and Leanne focused on on-campus living, pointed out different buildings designed for different majors, and emphasized Cal Poly's diversity of majors during this tour. Using communication competence and an awareness of intercultural communication, all of the information presented in this tour was conveyed in an age-appropriate level for fifth graders who, for the most part, were relatively unfamiliar with university life.

9:30am: Welcome and name tag distribution outside the P.A.C.: The buses ended the tour by pulling into the circle outside the P.A.C. Upon their arrival Brian excitingly greeted the students. Using modeling, he exemplified an enthusiastic attitude to influence an enthusiastic attitude in our guests. Following this welcome, students lined up and received their name tag. From a

Communication Studies point of view, we did this so that each child could be addressed by his/her name throughout the day. Having read Carnegie's book *How to Win Friends and Influence People*, we understand the positive effects of addressing individuals by name. We used the nametags and name repetition as a way of increasing our like-ability and consequential credibility. After the nametag distribution, the entire group walked down to Mott Lawn. As soon as we arrived at the lawn, Del Mar students ate their snacks. This was an unexpected occurrence because we had not prepared for the students to have snacks. On the bus, one of the Del Mar teachers informed us that her students must have district-provided snacks upon our arrival to the Lawn. Fortunately, the Poly Reps were ready for us on Mott Lawn and had Monarch Grove students begin their tour while Del Mar students stayed back to eat.

9:55am: Poly Rep guided tour: The large group was then divided into three smaller groups based on school and classroom. Because of a shortage of chaperones, Monarch Grove stayed together as one large tour group while Del Mar broke into two tour groups. Bryanna, Leanne, and Brian each went on a different tour and concluded that each of the three Poly Rep tours was slightly different from the others because the tour guides allowed their students to choose some of the on-campus locations that they were able to see. From a Communication Studies mindset and an awareness of organizational communication principles, this was an excellent demonstration of allowing the students to feel empowered and consequently more motivated to listen and invested in the tour because of their say in the tour's route. All tours allowed ample time for dialogue and questions between the students and the Poly Rep. Each guide did an amazing job of code switching into appropriate jargon for 10-12 year-olds.

11am: Lunch: Tours lasted about an hour and ended back on Mott Lawn. Bryanna had set up the pizza and waters so that everything was ready once the students returned. Because Monarch's

tour started about ten minutes before Del Mar's, they returned first. This staggering allowed for an easy process in serving the pizza. Each student was allowed one piece at first and those who wanted seconds were able to come back. Fortunately not every student wanted seconds because upon Del Mar's arrival, we realized that we barely ordered enough slices. We did not take the chaperones and principals into account when contemplating how much to order. In retrospect, we should have ordered 200+ slices rather than 150.

11:30am: *Large Group Discussion*: After lunch, Bryanna and Brian each led a large group discussion with the two schools. Bryanna conversed with Monarch Grove, while Brian was with Del Mar. This time was spent answering any unanswered questions from the tour. This portion of the day took an understanding of appropriate facilitation because some students dominated the conversation whereas others stayed silent. Additionally, in order to keep the communication flowing, both Bryanna and Brian knew to praise the positive contributions of students while still respectfully acknowledging perhaps unnecessary contributions.

11:40am: *Athlete Presentations*: After lunch all students entered Mott Gym for a presentation given by the athletes. Focusing on intercultural communication, we had a racially diverse spread of speakers. There were three Caucasian females, one Asian female, one Hispanic male, four Caucasian males, and three African American males. We felt as though it was important to expose our visiting students to a racially diverse group of athletes because we understand Social Identity Theory and wanted to ensure that each of our visiting students could racially identify with at least one of the athletes. Out of the twelve athletes in attendance, only five spoke to the whole group. Each speaker focused on a different topic for five minutes. The discussed topics were: time management, healthy habits, reading, homework, and dedication/perseverance.

12:00: Athlete Small Group Discussion: After the large group discussion, we then broke the groups into smaller groups. Using our knowledge of small group communication, we went around from each group of about seven students to help facilitate the communication. We each tried to act in the roles of Encourager, Initiator-contributor, Energizer, and Gatekeeper by praising students' ideas, helping generate new ideas, increasing the groups' energy levels, and keeping the communication channels open. However, we mostly acted as Initiator-Contributor by sparking new conversational ideas for the groups to discuss with one another. Each group focused on different topics; however, each group of students asked about what it is like to be a collegiate athlete and what going to Cal Poly is like. Other touched upon topics were scholarships, classes, majors, and homework. From a communication standpoint, this was a very productive part of the day because each visiting student had the opportunity to have a dialogue with a student-athlete outside of the perhaps intimidating large group setting. Because of the increased comfort level, students felt more inclined to verbalize any questions. Additionally, this part of the day raised their energy levels because some view Cal Poly athletes in a very positive light. After about twenty minutes of small-group discussion, students were free to wander from athlete to athlete requesting his/her autograph.

12:30pm- H.E.A.T. Presentation: Health Enrichment Action Team (H.E.A.T.) gave an exciting and interactive presentation for the guests. H.E.A.T. is a Cal Poly team comprised of mostly Nutrition majors focused on educating and informing others about nutrition related topics. They focused their presentation on healthy eating habits, and specifically on the food pyramid and incorporating more fruits, vegetables, and proteins into daily consumption. They were very hands-on and used age-appropriate jargon. They brought a wheel that had questions like "How many servings of fruits should I eat in one day?" on it for students to spin and answer in order to

win points. Students got very interested in this portion of the day and were enthusiastically involved.

12:50pm- Group Photograph: Following the presentations, we had all of our visiting students gather in front of a large “A Day With The Mustangs” banner for a photograph. Teachers and chaperones took photos for their yearbook as well.

1:00pm- Departure: Our guests then boarded their buses to return to their respective schools. Before each bus left, they were appropriately thanked and bid farewell. Understanding the importance of recency effect, we wanted to ensure that we left the students, faculty, and chaperoning parents with a positive impression of our event.

Reflection

We are proud to say that we were successful in effectively reaching out to local youth through continuing Fromson and Flint’s event. We feel fortunate to have had the opportunity to act as the 2012 event organizers. We worked as an effective small group because we each have different yet compatible personalities, communication styles, strengths and weaknesses. Next year’s event organizers will hopefully have the same drive and cohesiveness that helped fuel this year’s success.

We feel truly fortunate to have been able to participate and organize this year’s A Day with the Mustangs. The positive feedback that we received both during and after the event made all the hard work worth it. That being said, there are a few areas in which could improve and that we would suggest next year’s representative consider and plan for.

In the early planning stages, we contacted the principal of Del Mar, Janet Gould, to get her on board to participate in the event again as well as give us feedback on any improvements we should make. Gould was excited to hear that A Day with the Mustangs was going to happen

again, and offered some suggestions. One of the first suggestions Gould put forth was to reach out to other schools in the county. We had already considered this to be a necessary adjustment to make this event more beneficial for the students and a more effective outreach program. Gould was a huge help in contacting the school district and getting Monarch Grove on board. We are very appreciative of Janet's eagerness to help make this event better than before.

Another suggestion from Gould regarded fundraising. Last year, the PTA was able to foot the bill for the buses and t-shirts. Due to lack of funding, Janet told us the PTA could not afford paying that much for this event. However, she offered that the schools could be responsible to pay for the buses, which was a huge relief. We expressed to Janet that we had already planned on going to local businesses and set up fundraisers. We also told Gould that we had created a flyer to hand out to local businesses and anyone else who seemed interested in donating. She, then, explained that the Elks and Rotary Clubs typically donate to worthy causes, especially ones that invest in children's futures. Leanne contacted the Elks and Rotary Clubs in San Luis Obispo and Morro Bay to get information about possibly receiving funding. The representatives from each club explained that the clubs meet once a month and would vote on the possibility of funding our event on May 15th. Unfortunately, we were not able to send our flyer to the Elks or Rotary Clubs. We highly suggest to anyone putting on this event next year that they plan ahead on fundraising and contact these clubs.

Furthermore, Janet Gould expressed that we might want to change the logo, as it was a little bland and didn't really express what A Day with the Mustangs is all about. Due to time constraints and our over-all lack of Graphic Communication skills we were unable to do that. We suggest that next year's group reach out to someone that knows Adobe illustrator and begin working on changing the logo early in the planning stages.

In addition, this year we encountered a major problem with t-shirt sizes that we didn't notice until the day of the event, which ended up restricting us from actually passing out the shirts. Our first mistake was not asking the teachers to give us a sizing chart of the students before we ordered the shirts. We naively assumed that youth medium and large t-shirts would fit fifth graders, but when we opened the box we realized they were way too small. Next year we suggest that the group get t-shirt size information from the teachers and to order them early in the process in case of any problems arise.

Another problem that we encountered the day of the event was a shortage of pizza during the lunch break. We ordered eleven pizzas from Costco with twelve slices in each box. We assumed that the kids would be happy with one piece of pizza each. What we found out is that many of the kids don't eat breakfast in the morning and that they were really hungry by the time 11 a.m. came around. Next year, we suggest that the group plan on ordering two slices of pizza per student as well as inform the teachers that they should provide snacks for the students for when they arrive at Cal Poly. Another thing to consider is to get food from Campus Dining. It will prove to be less of a hassle, and, perhaps, cheaper.

We are pleased with our decision to execute this year's A Day with the Mustangs and are satisfied with its results. We all are passionate about education and were motivated by our goal of informing youth while simultaneously creating a social norm about attending college. Not only did it offer us the opportunity to demonstrate and utilize our Communication Studies skills, but also the opportunity to philanthropically give back to our community's youth. Through this event, we proved to ourselves and to Cal Poly that our four years in Communication Studies courses has translated into an established and practical skill set. We are walking away from this experience confident that we have truly learned by doing.

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Appendices

Timeline of planning

12-16 weeks prior to the event:

- Invite the elementary schools and confirm their attendance
 - Compose and send a professionally appropriate e-mail
 - Follow up with a polite, professional, and welcoming phone call
- Communicate with Shaun Russell, Athletic Director, and schedule athletes
 - Via a professionally appropriate e-mail
 - Code-switch into an athletic and publicity-concerned mindset and speak to these issues
- Set a date
 - Determine what works best for all parties
 - Recommended to be during week 4 of the quarter to leave ample time for writing the paper
- Design a fundraising flyer with pertinent information about the event

8-12 weeks prior to event:

- Set-up fundraising dinners, procure funds from community
 - Talk with local restaurants and frozen yogurt shops to set up fundraising dinners (recommended places: California Pizza Kitchen, The Habit, Teaberry, Yogurt Creations)
 - Do door-to-door procurement to local businesses by talking to a manager or leaving a flyer
- Design and order T-shirts
 - Use a gender-neutral logo that will create unity among the students in attendance and will also act as a souvenir and a reminder of all experienced during A Day with the Mustangs
 - Contact the classroom teacher's regarding t-shirt sizes (do NOT guess on the sizes). This shows care as well as prevents a waste of funds on incorrect sizes

4-8 weeks prior to the event:

- Schedule 4-8 Poly Reps for the day of the event
 - Contact a Poly Rep leader with a sign-up flyer containing pertinent information
 - Express goodwill, ease of compliance, and a need
- Schedule a presentation from H.E.A.T. Or P.U.L.S.E.
 - Contact a representative from both of these on-campus groups
- Reserve Mott Lawn and Mott Gym
 - Reserve Mott Lawn through the U.U.
 - Reserve Mott Gym through Shaun Russell

2-4 weeks prior to the event:

- Design and make the banner
 - Purchase paint and banner paper from Michael's or another craft store
- Organize the day's itinerary

- Determine the specific day-of tasks for each A Day with the Mustangs representative
- Rent two tables from Taylor Rentals to be used for t-shirt, name tag, and pizza distribution

1 week prior to the event:

- Send an email to Poly Reps, athletes, and H.E.A.T. speakers
 - Include agenda and itinerary
 - Include the topics to be discussed
 - Emphasize the importance of intercultural awareness and appropriate communication styles
- Send an email to the schools
 - Include the itinerary
 - Express excitement
 - Offering to answer any questions
- Purchase water, napkins, and plates
- Purchase a snack if ample funds
- Purchase and write name tags

1-5 days prior the event:

- Check materials
- Order pizza

Review bus speech and welcoming speech

Name	Title	Organization	E-Mail	Phone
T.C. Winebrenner	Department Chair	Cal Poly COMS Department	Tcwinbre@calpoly.edu	805-756-2553
Dr. Micheal Fahs	Senior Project Advisor	Cal Poly Communications	mfahs@calpoly.edu	805-756-2265
Shaun Russell	Asst. Athletic Director-Marketing	Cal Poly Athletics	srussell@calpoly.edu	805-756-0275
Terrance Harris	Cal Poly Representative	Cal Poly - Poly Reps	tharris@calpoly.edu	805-756-2767
Tommy Holcomb	Cal Poly Representative	Cal Poly - Poly Reps	tholcomb@calpoly.edu	760-981-2941
Nick Taylor	Cal Poly Tours President	Cal Poly - Poly Reps	ntaylor@calpoly.edu	805-756-4356
Sam Roberts	Cal Poly Tours Chairs	Cal Poly - Poly Reps	sroberts@calpoly.edu	916-718-4633
Natalie Zafis	H.E.A.T. Liason	Cal Poly - Poly Reps	nzafis@calpoly.edu	858-525-5409
Janet Gould	Principle	Del Mar Elementary	JGould@slcusd.org	805-771-1858
Elizabeth Rose	5th Grade Teacher	Del Mar Elementary	Erose@slcusd.org	805-771-1858
Emily O'Brien	5th Grade Teacher	Del Mar Elementary	eobrien@slcusd.org	805-771-1858
James Scoolis	Principle	Monarch Grove Elementray	JScoolis@slcusd.org	(805) 534-2844
Chelsea Smiley	5th Grade Teacher	Monarch Grove Elementray	CSmiley@slcusd.org	(805) 534-2844
John Kersten	5th Grade Teacher	Monarch Grove Elementray	Jkersten@slcusd.org	805-771-1858
Kathy Walker	Event Planning Organizer	Events Scheduling	events@calpoly.edu	(805) 756-5550
N/A	Costco Food Court	Costco	costco.com	(805) 541-7000
Naia Harrison	Customer Service	J. Carroll	Naia@jcarroll.com	805-595-1000
Nick McCracken	Employee	KNB Advertising Specialties	N/A	805-541-1314

Event Confirmation

Day with the Mustangs Sr Project-2012

Title:	Day with the Mustangs - Senior Project 2012	Event Reference:	2012-AAPYVH
		Event Last Modified:	May 11 2012 2:25 PM
		Current Event State:	Confirmed
Requestor:	Fahs, Michael Speech Communication Dept Bldg. 47 Rm 36H	Phone:	805-756-2265
		Fax:	805-756-6449
		Email:	mfahs@calpoly.edu
Scheduler:	Walker, Kathy Admin Bldg 1, Rm 308	Phone:	805-756-5550
		Email:	events@calpoly.edu
Organization:	688-COMS		
Description:	"A Day with the Mustangs" -- Communication Studies Senior Project Friday, May 18th 9 a.m -- 2 p.m. This event is dedicated to promoting healthy lifestyles and higher education through a real life experience at Cal Poly. 5th grade students from Del Mar and Monarch Grove Elementary will join us for a tour of the campus and a meet-and-greet with Cal Poly students and athletes.		

Reservation(s)

Fri, May 18 2012

9:00 AM - 2:00 PM, Mott Lawn

Head Count: Exp: 110, Reg: 110

Location	Instructions
Lawn - Mott Mott Physical Education Lawn	If your event will have amplified sound, please be aware that there are classes and offices nearby, so the volume of amplified sound should be kept to a minimum. If there are complaints about the volume, the University Police could decide that the amplified sound should be discontinued.
Comments	
Contact: Brian Peters Phone = (805) 368-7522 Email = bgpeters@calpoly.edu	

Requirements

Requirement Type	Requirement	Quantity	Comments
Administrative	University Scheduling - Risk Management	--	
Service	Facility Services Notification	--	
	Outdoor Activity	--	
	University Police	--	



A DAY WITH THE MUSTANGS

DEL MAR ELEMENTARY



QUOTATION**KNB Advertising Specialties, Inc.**

233 Granada Dr., Suite A
San Luis Obispo, CA 93401
Ph #805-541-1314 / Fax #541-3955

QUOTE. NO	109MC
DATE	4/20/2012

NAME/ADDRESS

TERMS	
REP	
FOB	
DUE DATE	4/20/2012

QTY	DESCRIPTION	UNIT PRICE	TOTAL
110	CUSTOM PRINTED T SHIRTS JOB: A DAY WITH THE MUSTANGS 1 COLOR FRONT CHEST LOGO (WHITE) 1 COLOR BACK LOGO (WHITE) BREAKDOWN: ITEM: GILDAN G5000B T SHIRT COLOR: FORREST GREEN QTY: 110 20 YM, 50 YL, 35 S	5.50	605.00T
2	SET UP CHARGE	20.00	40.00
	California Sales Tax	7.75%	46.89
		TOTAL	\$691.89

SIGNATURE _____



The Second-Annual “A Day with the Mustangs” will focus on fostering interests in higher education in our local youth while promoting healthy lifestyle choices. Those enjoying their day as a Mustang will have the opportunity to experience Cal Poly’s exciting atmosphere. This year we, three Communication Studies seniors, will proudly be hosting the 5th graders from Monarch Grove and Del Mar Elementary schools!

This second-annual field trip will consist of:

- A Poly Reps tour of the Cal Poly campus filled with information about life as a Mustang
- Athletic workshops focused on active lifestyles guided by Cal Poly student athletes
- Brief presentations from Cal Poly students involved in miscellaneous extracurricular activities
- An interactive activity about healthy nutrition given by Cal Poly Peer Health Educators

How can you help?

Because of low school budgets, this trip depends on community involvement through fund raising and sponsorships. In order for all visiting students to receive t-shirts and water bottles to enjoy during the event and to proudly keep as reminders of their “Day with the Mustangs,” we need help from community members like YOU!

Our goal is to raise \$1,000. Anything helps, so please contribute to your local youth’s future by donating to a great cause!

Questions?

Please contact ADayWithTheMustangs@gmail.com,
Brian (805) 386-7522, Bryanna (323) 683-3325, or Leanne (831) 595-8587

Thank you!



Eat, Drink and Raise Money!

You are invited to a very tasty FUNdraising event at California Pizza Kitchen. Simply bring in this flyer and present it to your server when you order and 20% of your check will benefit this great organization!

**Cal Poly
A Day With The Mustangs**

**California Pizza Kitchen
876 Marsh Street San Luis Obispo
(805) 784-0790**

Thursday, May 3rd

*** VALID ALL DAY ***

**For all: Dine In – Take Out – Gift
Card – Catering Sales with this flyer**

Please make sure to present this flyer when ordering.
See you there!

Donation amount excludes proceeds from alcohol, tax and gratuity.
Manager, please attach this flyer to the guest check.
Valid for dine-in and take-out only.

www.cpk.com



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Card – Catering Sales with this flyer**

Please make sure to present this flyer when ordering.
See you there!

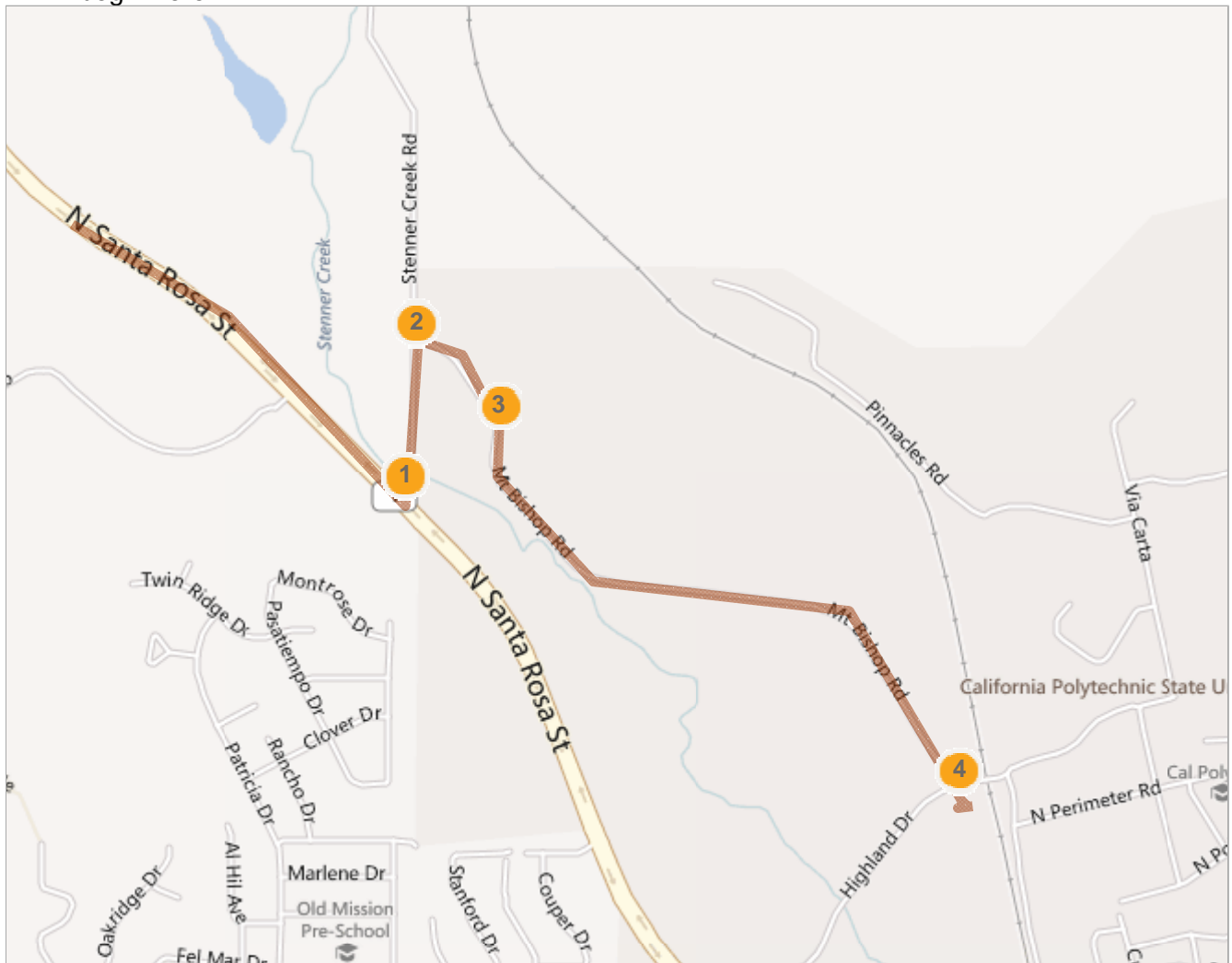
Donation amount excludes proceeds from alcohol, tax and gratuity.
Manager, please attach this flyer to the guest check.
Valid for dine-in and take-out only.

www.cpk.com



Unsaved places

1. **Stenner Creek Road**
Coming south on Highway 1, make a left onto Stenner Creek Road. There is a left-hand turn lane.
2. **Mount Bishop**
Right onto Mount Bishop Road. Keep in mind the turn is a little tight.
3. **Bus Route**
4. **Mount Bishop at Highland**
This is where the buses will meet two of our event representatives. Bus tour of the campus will begin here.



A Thank you letter from the teachers at Monarch Grove Elementary. There was positive feedback all-around during and after the event.

Hello Brian,

Thanks to you and your team for all of your efforts! The kids really enjoyed your day at Cal Poly as it "opened their eyes" to see what is ahead of them. Please keep in touch and let us know when you are able to get out here to the coast. We look forward to your return to say another cheer for you and to delivery to you some handwritten thank you notes and pictures.

Mr. Kersten & Mrs. Smiley

Monarch Grove 5th grade teachers









